

KEYS TO SUCCESS

Connecticut's Birth to Grade 12 Literacy Plan



**Connecticut State Department of Education
Bureau of Teaching and Learning**

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

George A. Coleman, Acting Commissioner

Division of Teaching, Learning and Instructional Leadership
Marion H. Martinez, Associate Commissioner

Bureau of Teaching and Learning
Harriet Feldlaufer, Chief

Amy F. Radikas, Project Manager and Contributing Author

Joanne R. White, Project Manager and Contributing Author

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TABLE OF CONTENTS

STATE LITERACY TEAM	4
EXECUTIVE SUMMARY	6
INTRODUCTION	9
Vision And Mission	9
CONNECTICUT'S PERFORMANCE	10
CONNECTICUT'S STORY: A CLOSER LOOK	11
CONNECTICUT'S LITERACY SUPPORTS AND INITIATIVES	16
CONNECTICUT'S KEY SYSTEMS FOR CHANGE	16
NEXT STEPS FOR CONNECTICUT	22
APPENDIX A	24
APPENDIX B	25
APPENDIX C	29
APPENDIX D	32
REFERENCES	42

STATE LITERACY TEAM

Cristi Alberino, Education Consultant
Secondary English Language Arts Assessment
State Department of Education

Megan Alubicki, Associate Education Consultant
Literacy for English Language Learners and
School Improvement
State Department of Education

Nancy Boyles, Professor
Special Education and Reading
Southern Connecticut State University

Andrea Brinnel, Education Consultant
Early Childhood Education and Special Education
State Department of Education

Judy Carson, Education Consultant
School-Community Partnerships and Family
Literacy
State Department of Education

Debbie Clement, Director
Head Start and Early Childhood Programs, Early
Literacy
Enfield Public Schools

Joanne Conte, Supervisor
Literacy, Grades 6-12
Meriden Public Schools

Susan Cormier, Library Media Specialist
Early Literacy
Connecticut State Children's Library

Karen Costello, Administrator
Program Improvement and Literacy, Grades K-8
East Lyme Public Schools

Brigitte Crispino, Director of Instructional
Services
Literacy, Grades 6-12
Naugatuck Public Schools

Dina Crowl, Director
Teaching and Learning and Literacy, Grades K-12
Capitol Region Education Council

Joanne Cunard, Professor
Reading and Language Arts
St. Joseph College

Rosanne Daigneault, Leader in Residence
Accountability and School Improvement
State Department of Education

Kate England, Principal
Reading Instruction and Evaluation, Preschool-
Grade 5
Manchester Public Schools

Harriet Feldlaufer, Chief
State Leadership and Early Childhood Education
State Department of Education

Patty Foley, Education Consultant
Local and State Leadership, Literacy and School
Improvement
State Department of Education

Angela Fragoso, Teacher
Literacy for English Language Learners
Meriden Public Schools

Christine Garber, Program Director
Reach Out and Read
Early Literacy

Marie Salazar Glowski, Education Consultant
Local and State Leadership, Literacy for English
Language Learners and School Improvement
State Department of Education

Susan Iwanicki-Smith, Supervisor of Instruction
Grades K-5
Bristol Public Schools

Lynn Johnson, Assistant Director
Literacy Development for Birth-Age 3
Connecticut Birth to Three System

Lois Lanning, Assistant Superintendent
Literacy, Grades 4-12
Regional School District 15

Marion Martinez, Associate Commissioner
Local and State Leadership
State Department of Education

Catherine Wiley, Medical Director
Early Childhood Healthcare and Literacy
Development
Connecticut Children's Medical Center

Perri Murdica, Education Consultant
Literacy for Special Education Students
State Department of Education

Janet Zarchen, Educational Consultant
Teaching and Learning and Literacy, Grades K-8
State Education Resource Center

Georgette Nemr, Education Consultant
Connecticut Standards and Certification for
Literacy State Department of Education

Joan Parris, Director
Early Childhood Community Education
Norwalk Community College

Amy Radikas, Education Consultant
Local and State Leadership, Literacy Curriculum
and Instruction, Assessment
State Department of Education

Maureen Ruby, Assistant Professor
Early Literacy and Reading Research
Eastern Connecticut State University

Michael Sampson, Dean
Higher Education Leadership and Teaching and
Learning
Southern Connecticut State University

Sandy Santy, Director of Reading
Literacy Programs for Children and Families
Connecticut Humanities Council

Marilyn Scanlan-White, Legislative Chair
Connecticut Reading Association

Carmen Siberon, Program Officer
Early Literacy and Community Partnerships
William Caspar Graustein Memorial Fund

Joe Stefon, Director
Local Leadership and Literacy K-12
Norwich Public Schools

Fernando Tiago, Supervisor
Local Leadership and Literacy for English
Language Learners
Meriden Public Schools

Joanne White, Education Consultant
Local and State Leadership, Literacy Curriculum
and Instruction, State Department of Education

EXECUTIVE SUMMARY

The need for a dramatically more skilled and highly literate workforce in a global economy combined with profound changes in students' and families' life circumstances have created unprecedented demands on education. To meet such demands it is increasingly clear that our educational system must change fundamentally, not just incrementally. Thus, the time to implement a comprehensive and progressive literacy plan is upon us. To increase accountability for learning and to assist educators with the use of student, school and district data to improve instruction, Connecticut has implemented several targeted initiatives including, but not limited to the adoption of the Common Core State Standards (CCSS), alignment of curriculum and instruction to the CCSS, development of programs, funding initiatives, creating resource guides and implementing legislation to address overall student achievement and the long-standing achievement gap. Connecticut students are steadily making progress in a variety of areas including science, numeracy and literacy. However, an unacceptable achievement gap between subgroups of students in literacy continues to exist.

Connecticut has designed a comprehensive planning and implementation process to address the literacy needs of our learners. Improvement of literacy achievement for all learners, from birth-Grade 12, must begin with an effective educational system and the fundamentals of solid curriculum and instruction coupled with progress monitoring and stronger partnerships between parents, community members and educators at all levels.

In the fall of 2010 Connecticut convened a state team comprised of stakeholders from the Connecticut State Department of Education (CSDE), public schools, regional educational service centers, institutes of higher education, non-profit and community organizations, and healthcare organizations. The team was charged with developing Connecticut's birth-Grade 12 literacy plan. The process included a review of recent research on literacy and resulted in the development of a comprehensive literacy plan based on four targeted systems for change: curriculum and instruction, accountability, teacher training and professional development, and family and community engagement.

Connecticut Education Fast Facts*

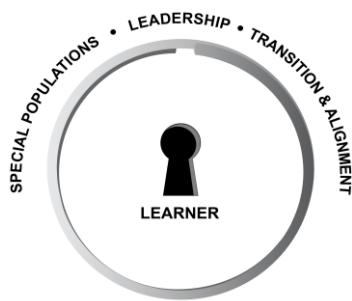
- 563,869 (88.6%) students enrolled in public school (2010)
- 35.5% nonwhite public school students
- 30% low income public school students
- 1 in 20 students is an English language learner
- 39,428 students enrolled in kindergarten
- 79% of kindergarten students with a prekindergarten experience**
- 88.2% of adults 25 and older are high school graduates
- 43% of high school seniors read at or above a proficient level

*All data 2008 unless otherwise indicated

** Includes only prekindergarten programs provided by CT public school districts.

Critical Themes

Three critical themes weave through each system and play a pivotal role in successful implementation. Connecticut's literacy plan delineates key strategies and action steps that call for stakeholders to take an active role in systemic and sustainable change. The three themes necessary for sustainable change are:



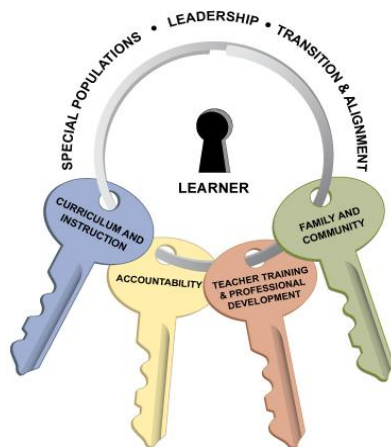
Special Populations: Learners from birth-Grade 12 who have been identified as having a specific learning disability, gifted and talented and/or English language learners are included in this population of students. Curriculum and instruction must be rigorous, relevant and responsive to these learners so that each student has equitable access and opportunity to obtain advanced levels of achievement.

Leadership: Individuals in government, private, and public organizations are integral to the transformation of Connecticut's education arena. Individuals must gain a mutual understanding that defines what each is accountable for, and to whom. Expectations for self and others in the system delineate roles and responsibilities to support the growth of all Connecticut's students.

Alignment and Transition: Strategies for alignment and transition within and across the three grade level bands must focus on curriculum, instruction, and learner outcomes.

Connecticut's Key Systems for Change

Four systems form the foundation for Connecticut's birth-Grade 12 comprehensive planning and implementation process to address the literacy needs of our learners. The systems are:



Curriculum and Instruction: Develop and implement relevant, evidence-based literacy curriculums and instructional strategies to promote active student learning in literacy.

Accountability: Identify and implement valid and reliable measures and processes to screen, monitor progress and diagnose literacy needs from birth-Grade 12, and to ensure the use of these measures in instructional improvement.

Teacher Training and Professional Development: Develop relevant and effective training and professional development resources and programs for Connecticut educators to enhance literacy instruction at all developmental levels.

Family and Community: Involve family and community in planning, organizing, implementing and promoting effective literacy programs for all Connecticut learners.

Connecticut's Challenges

The coordination of the four foundational systems of change will provide a vehicle for addressing Connecticut's challenges. The challenges faced by Connecticut are multi-faceted and systemic and include the following:

Student Diversity

The number of non-white students has risen by 3 percent and the number of students from families who qualify for free or reduced-price meals has increased by 4 percent.

Curriculum & Instruction

The demands of a competitive and diverse workplace call for more advanced levels of literacy, mathematics and science knowledge (Friedman, 2006; RAND Reading Group, 2002).

Achievement Gap

In state- by-state comparisons, disaggregated achievement data based on socio-economic status, race and ethnicity, indicate long-standing disparities.

Adult Education

In 2008-2009, adult education programs in Connecticut served 31,185 learners, a two percent increase from the previous year.

INTRODUCTION

Today's literacy demands are expanding and learners must be able to read and write in English at a level that allows them to succeed in education, the workplace and in a 21st century international society. Unfortunately, far too many Connecticut students are not able to read or write at a level adequate to succeed in this demanding environment. According to the 2010 National Task Force on Public Education, less than half (43 percent) of Connecticut seniors read at or above a proficient level. This number does not include the 6.6 percent of Connecticut students (Connecticut State Department of Education, 2009) who have dropped out of school by the time they reach the twelfth grade.

An inability to read at a proficient level has significant negative implications throughout one's life. Difficulty in reading leads to a decrease in motivation to learn, hinders the ability to gain employment, and increases the degree of high-risk behaviors. Proficiency in literacy is critical for an individual to lead a fulfilling and successful life and for our state to have an educated citizenry and a productive workforce.

Connecticut has a long history of striving to increase literacy achievement in our youth and adults. These efforts have resulted in the implementation of a variety of major state literacy initiatives and a multitude of smaller related initiatives throughout the state. Our challenge now is to coordinate, expand and improve upon these initiatives to support literacy, from birth-Grade 12 while ensuring alignment of services and the provision of smooth transitions between grade levels. These existing initiatives provide Connecticut with a strong foundation upon which to develop and launch the Connecticut birth-Grade 12 literacy plan. The plan coordinates the many literacy related initiatives and articulates quality literacy instruction for all learners. The primary audience for the literacy plan includes caregivers, families, education and government, institutions of higher education, non-profit community agencies and organizations and businesses and industries.

The literacy plan will improve coordination and communication between Connecticut agencies, families, and communities through targeted professional development to increase knowledge and skills for birth-Grade 12 educators and caregivers, increased accountability for literacy education and activities, and improvements in curriculum and instruction throughout the state.

The vision and mission for Connecticut's birth-Grade 12 literacy plan guides the strategic development for systematic and sustainable change.

Connecticut Vision and Mission

Vision: All Connecticut learners become fully literate and prepared for college, work and life.

Mission: The state of Connecticut is committed to the development of coordinated systems, including public and private organizations, through which all adults and children have access to structures and supports necessary to become fully literate.

CONNECTICUT'S PERFORMANCE

Data related to the continuing unacceptable achievement gap in literacy highlights our compelling need to develop and implement a comprehensive literacy plan from birth-Grade 12. Aggregate data provide evidence that when compared to the national setting, overall literacy level is a strength. However, an achievement gap remains in the areas of reading and writing for student subgroups in Connecticut.

National Assessment of Educational Progress (NAEP)

NAEP, often called "The Nation's Report Card," highlights the educational progress of students across the nation. In 2009, eleven states including Connecticut participated in the first administration of Grade 12 State NAEP (*Connecticut State Department of Education, November, 2010*). The results for high school seniors shown below in Table 1 are representative of public schools across the country.

Table 1: Connecticut NAEP Reading Results for Grade 12

	Average Scale Score	% of Students Above Proficient
National	287	37
Connecticut	292*	43*

*Indicates a statistically significant difference

Connecticut Mastery Test (CMT)

Since 2006, statewide data indicate that elementary and middle school students improved their performance at the goal level in all areas assessed and at all grade levels, except for Grade 3 writing in 2010 (*Connecticut State Department of Education, July, 2010*). Performance at the proficient level also indicated marked gains for all grade levels and areas, except for writing in Grades 3, 7 and 8. Grades 6 and 7 posted the greatest gains at the goal level in reading, with an increase of 11.3 percentage points for reading in Grade 6, and an increase of 10.8 percentage points for reading in Grade 7. Between 2009 and 2010, all grades increased performance at the proficient and goal levels with the exceptions of reading in Grades 4 and 5 and writing in Grades 3, 7 and 8. Grade 4 increased only at the proficient level.

Connecticut Academic Performance Test (CAPT)

The 2010 results (*Connecticut State Department of Education, July, 2010*) show an improvement over the previous year in the percentage of students scoring at or above proficient and goal levels across content areas. Student performance on the CAPT has also improved in all areas when compared to 2007.

**Table 2: CAPT Performance by Year and Grade
Percent At/Above Proficient and At/Above Goal, 2006-2010**

Year	Reading Across the Disciplines		Writing Across the Disciplines	
	% At or Above Proficient	% At or Above Goal	% At or Above Proficient	% At or Above Goal
2007	79.7	45.5	82.3	53
2008	82.7	45.5	88.2	57.9
2009	81.8	47.5	86.5	55.0
2010	82.9	45.9	86.2	59.6

The percentage of students scoring at or above the goal level has continuously served as an important indicator of the quality of secondary school education in Connecticut. The percentage of students scoring at or above the proficient level is used to identify schools and districts that are making “Adequately Yearly Progress” (AYP) under the No Child Left Behind Act of 2001 (NCLB). The following summarizes statewide changes between 2007 and 2010 and compares 2009 to 2010.

Reading Across the Disciplines:

The percentage of students at or above goal decreased from 47.5 percent in 2009 to 45.9 percent in 2010 representing a slight increase (0.4 percentage points) from the 2007 baseline of 45.5 percent. The percentage of students at or above proficient increased from 81.8 in 2009 to 82.9 in 2010 indicating a substantial increase (3.2 percentage points) from the 2007 level of 79.7 percent.

Writing Across the Disciplines:

The percentage of students at or above the goal level increased 4.6 percent from 55 percent in 2009 to 59.6 percent in 2010. The percentage of students at or above proficient decreased slightly from 86.5 percent in 2009 to 86.2 percent in 2010. The 2010 results show an increase of 3.9 percentage points over the 2007 baseline of 82.3 percent.

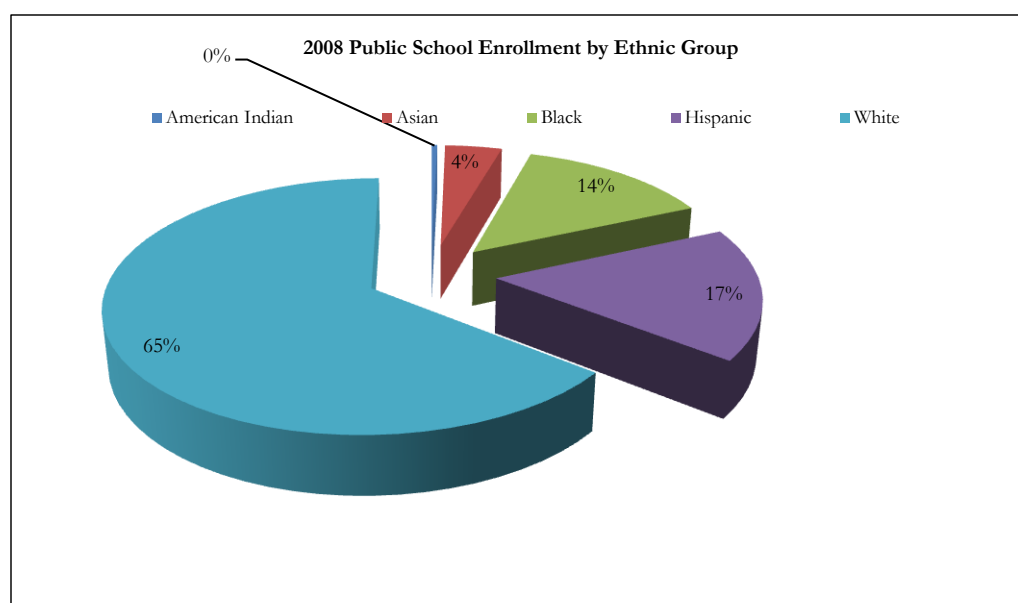
CONNECTICUT’S STORY: A CLOSER LOOK

Recent Connecticut data indicate conclusively that a far greater than acceptable percentage of Connecticut residents, including adults, do not have a sufficient level of literacy to be successful and that this percentage often differs by ethnicity and by socio-economic subgroups. A thorough review of this data identified a number of major strengths in each targeted system and grade level band and identified a number of areas in which systemic change is needed.

Student Diversity

In 2008, 35.5 percent of students were non-white, a three percentage point increase from 2004. The number of Hispanic students in public schools grew by 2.8 percent, the number of black students remained relatively steady and the number of white students fell 1.3 percent. Figure 1 depicts public school enrollment by ethnic group.

Figure 1:



Total school enrollment in 2008 included a greater percentage of low-income students than ever before. Thirty percent of all Connecticut students came from families who qualified for free or reduced-price meals, up from 26 percent in 2004. This gain of four percentage points translates to over 18,000 newly eligible students.

During the past five years, the number of English Language Learners (ELL) has remained relatively stable. In 2008-2009, one in 20 of Connecticut's public school students was learning English as a second language. These 29,512 students spoke 161 different languages. More than 30 districts had student populations in which more than 20 different languages were spoken.

Curriculum and Instruction

Throughout our nation, the meaning of "high quality education" is being redefined. Schools must educate students to more advanced levels than ever before and with an expanding and fluid knowledge base such as technological education, 21st century skills necessary for global competition and the increasing demands of a diverse workplace. To achieve these goals, Connecticut schools must ensure that curriculum and instruction are relevant and responsive to all students.

Achievement Gap

The Connecticut Mastery Test (CMT) assesses approximately 250,000 students on the application of skills and knowledge in the core academic content areas of mathematics, reading and writing in Grades 3 through 8. The 2010 administration marked the fifth administration of the Fourth Generation CMT. Detailed results are in Appendix A.

The Connecticut Academic Performance Test (CAPT) is given to all tenth grade students in Connecticut each year. The CAPT has five levels of performance for each content area tested: below basic, basic, proficient, goal and advanced. The test assesses the application of skills

and knowledge in mathematics, reading across the disciplines, writing across the disciplines and science.

Results from the 2006-2010 CMT and CAPT administrations provide clear evidence of a significant achievement gap between subgroups including students eligible for a free/reduced-price meal versus non-eligible students, white students versus black and Hispanic students and special education students versus their regular education counterparts.

Students Eligible for Free/Reduced-price Meals versus Non-Eligible Students:

Some positive trends in reading for students eligible for free/reduced-priced meals are outlined in Figures 2, 3 and 4 below. Figures 2 and 3 compare the percentages, from 2006 to 2010, of Grade 3 and 8 students scoring at/above proficient in reading. The reading scores of Grade 3 students eligible for free/reduced-priced meals increased by 7 percentage points since 2006, compared to an increase of 3 percentage points for students not eligible for free/reduced-priced meals. For Grade 8, the increases are even more dramatic. Figure 3 shows an increase of 11 percentage points for students eligible for free/reduced-priced meals compared to 5 percentage points for their non-eligible counterparts.

Figure 2:
CMT Reading Grade 3
Subgroups by Free/Reduced Meals
% At/Above Proficient

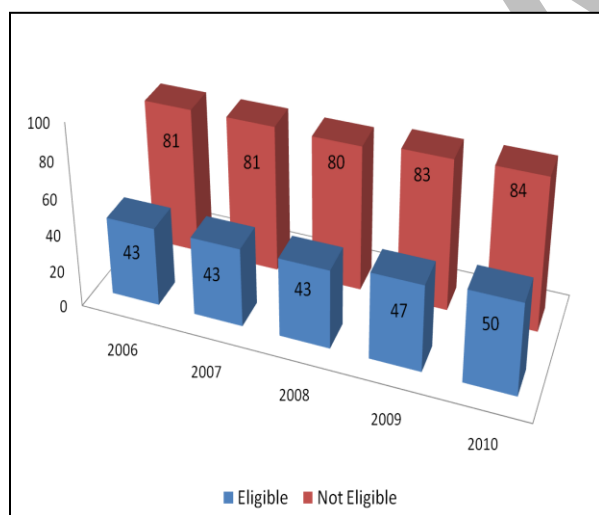
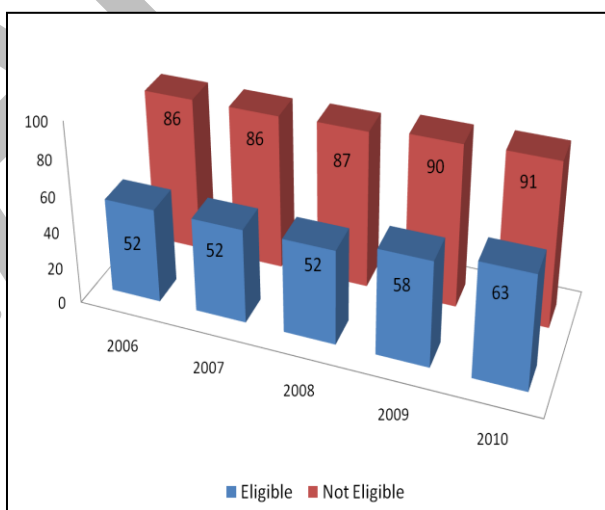
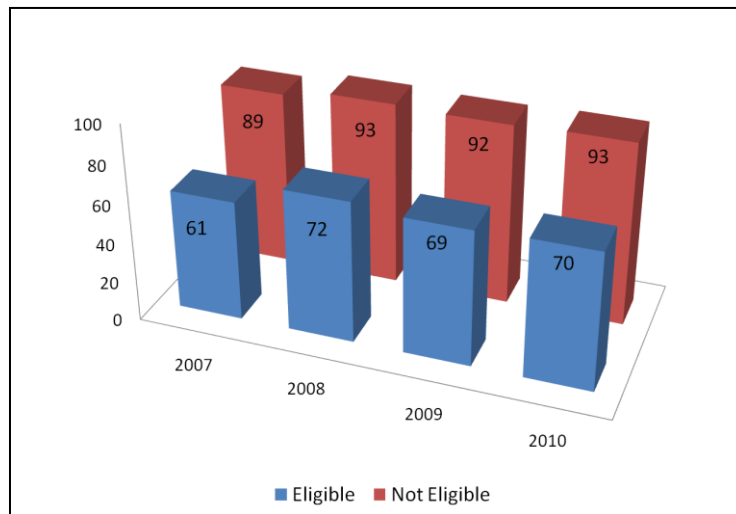


Figure 3:
CMT Reading Grade 8
Subgroups by Free/Reduced Meals
%At/Above Proficient



Tenth grade students who receive free or reduced-priced meals also made impressive gains in all four content areas compared to previous years. The percentage of these students reaching proficient or above increased by 8 percentage points in reading and 9 percentage points in writing over the last three years (2007-2010). These gains are greater than those of their non-eligible peers. However, a persistent achievement gap still exists. A highlight of these results is in Figure 4.

**Figure 4: CAPT GRADE 10 Writing Across the Disciplines
Subgroups by Free/Reduced Meals
% At/Above Proficient**



Comparisons by Ethnic Group:

Positive trends in reading for black and Hispanic students as compared to white students are shown in Figures 5, 6 and 7. Figures 5 and 6 compare the percentages of Grade 3 and 8 students scoring at/above proficient in reading from 2006 to 2010. In 2006, the reading scores of Grade 3 black and Hispanic students increased by seven percentage points compared to an increase of two percentage points for white students. For Grade 8, these increases are even greater. Figure 6 shows an increase of 11 percentage points for students eligible for free/reduced-priced meals compared to an increase of four percentage points for their white peers. Although these positive trends are encouraging, Connecticut's birth-Grade 12 literacy plan articulates strategies and action steps to address this disparity in achievement across all grade bands within each of the four targeted systems.

Figure 5:
CMT READING GRADE 3
Subgroups by Ethnicity
% At/Above Proficient

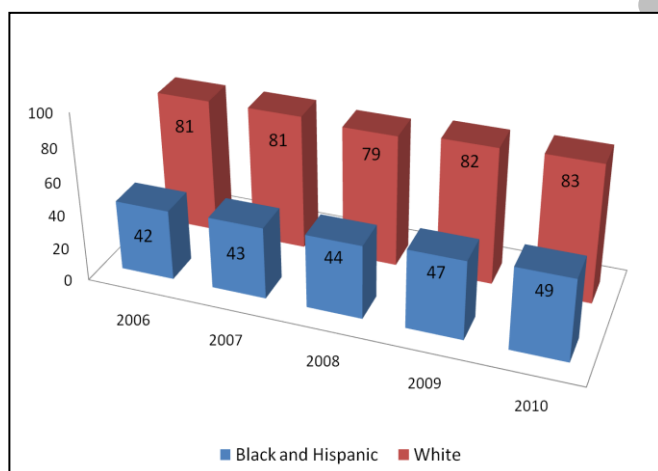
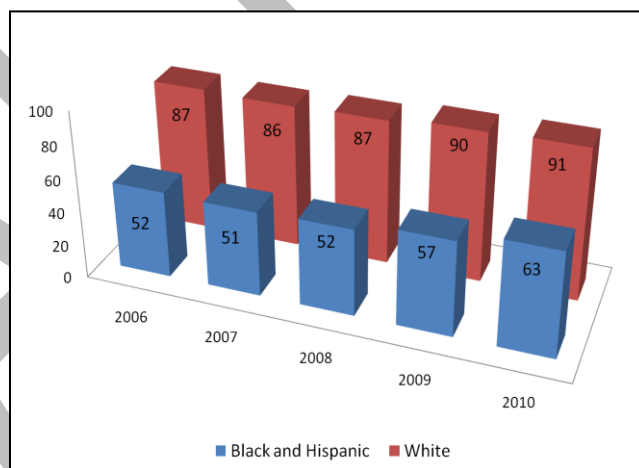
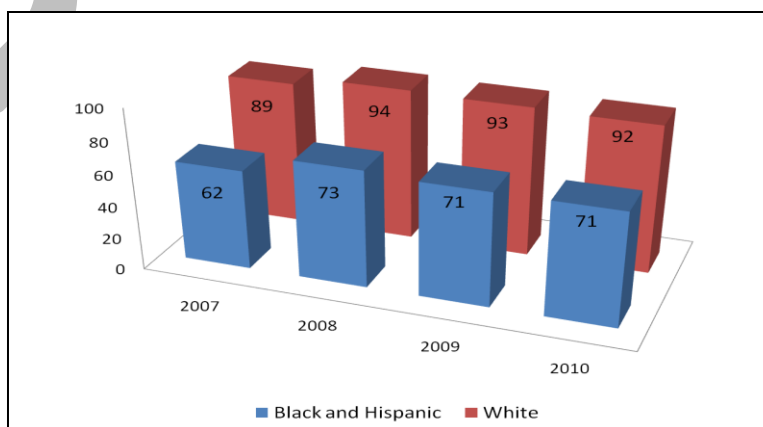


Figure 6:
CMT READING GRADE 8
Subgroups by Ethnicity
% At/Above Proficient



Since 2007, black and Hispanic tenth grade students have made impressive gains in areas measured by the CAPT. The percentage of students at or above proficient increased by eight percentage points in reading and nine percentage points in writing. These gains are greater than those of their white peers. Figure 7 highlights these results.

Figure 7:
CAPT GRADE 10 Writing
Across the Disciplines
Subgroups by Ethnicity
% At/Above Proficient



Special Education Students versus Non-Special Education Students:

Approximately 12 percent of Connecticut's student population receives special education services. These students take the standard grade-level CMT test (with or without accommodations), the Skills Checklist for significantly cognitively disabled students, or the CMT Modified Assessment System (MAS). Comparisons of CMT and CAPT data for special education students when compared to their non-special education peers shows similar trends in growth over time as data for other subgroup populations. For example, in 2010, 58.8 percent of special education students in Grade 8 scored at/above proficient in reading compared to 37.8 percent of this subgroup four years prior.

Adult Education

The need for increased literacy skills is not specific to Connecticut's children. Connecticut's adult education system provides an additional opportunity to individuals who have not completed a public school education. These state funded programs assist students in developing literacy and English skills necessary for the completion of a high school diploma. In 2008-2009, adult education programs in Connecticut served 31,185 learners, a two percent increase from 2007-2008.

CONNECTICUT'S LITERACY SUPPORTS AND INITIATIVES

Connecticut has an array of supports and initiatives in place to enhance literacy development from birth- Grade 12, framed in the recent adaptation by the Connecticut State Board of Education of the Common Core State Standards (CCSS) in English language arts and mathematics. State adoption of the CCSS forms a solid basis for the development of the Connecticut birth-Grade 12 literacy plan and all current literacy supports and initiatives.

Additional existing literacy supports and initiatives include educational programs or initiatives, funding initiatives, resource guides and legislation. A brief description of these supports and initiatives is in Appendix B along with links for more detailed descriptions. All supports and initiatives are connected to evidence-based practices and research and were selected by the state team based on a comprehensive review and matching to specific criteria. A summary of Connecticut literacy supports and initiatives by systems and grade levels is in Appendix C.

Connecticut and national data highlight the need to improve literacy for all learners. The myriad of existing initiatives, research and legislation provide Connecticut the impetus to create a comprehensive birth-Grade 12 literacy plan and a solid basis to achieve the vision for literacy.

CONNECTICUT'S KEY SYSTEMS FOR CHANGE

After carefully examining existing state and national policies, data and promising practices in literacy, Connecticut's state team identified four core systems within which literacy improvement must occur. The four core systems form the basis of the Connecticut literacy plan and are complimented by strategies and action steps for use by all stakeholders. A matrix that captures the strategies and action steps by grade band (Birth-Preschool, Kindergarten-Grade 5, Grade 6-Grade 12) is located in Appendix D. The four core systems are:



Curriculum and Instruction: Develop and implement relevant, evidence-based literacy curriculums and instructional strategies to promote active student learning in literacy.

Given the changes in the nature and demands of work in the 21st century, ensuring a high-quality education requires that we educate students to more advanced levels than ever before, and that “curriculums and instruction are relevant and responsive to all students so that each student has equitable access and opportunity to obtain advanced levels of achievement” (Using Scientific Research-Based Interventions: Improving Education for all Students, 2008, p. 1).


Connecticut has set expectations for developing literacy curricula and instruction based on current research and evidence-based practices. Specifically, since we know that learning begins at birth, Connecticut expects that intentional support for developing literacy skills and behaviors be provided before formal schooling begins to ensure that a child has the skills necessary for future success (Ready by 5 & Fine by 9, 2006). Connecticut has improved access to quality birth through preschool programs that advance the development of vulnerable young children and requires that public schools engage all students in meaningful literacy learning.

Drawing on evidence regarding the effectiveness of specific practices in literacy instruction, as outlined in Connecticut’s Blueprint for Reading Achievement: The Report of the Early Reading Success Panel and Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas, it is clear that key features of literacy curriculum and instruction must be addressed to support systematic change in literacy success in schools and early learning programs. Connecticut has set expectations that a range of instructional interventions to support literacy development be available to all children, including interventions for struggling readers (Connecticut State Department of Education, 2008 and Connecticut Early Childhood Education Cabinet, 2006) and has set the stage for promoting and supporting pre-literacy and literacy curricula and instruction based on current research and evidence-based practices.

Strategy: Align curriculum to promote student learning by including rigor, relevance and standard expectations through effective literacy instruction, and across grade level bands and curriculums.

Action Steps:

- Align district English language arts curriculum to the English language arts Common Core State Standards to ensure greater coherence, consistency and expected standards for student work at all grade levels;
- Align and implement evidence or research-based instructional strategies;
- Establish systems of instructional support (i.e., differentiation);
- Establish a curriculum review process to ensure consistent rigorous standards and high quality literacy instruction;
- Develop guidelines to evaluate the quality and impact of literacy instruction;
- Establish procedures for analyzing qualitative and quantitative data to inform instruction;
- Develop a long-range technology plan to support literacy development; and

- 
- Make available on a regular basis current literacy research and supporting documentation, provide opportunities for discussion and reflection through established professional learning communities.

Accountability: Identify and implement valid and reliable measures and processes to screen, monitor progress on and diagnose literacy needs from birth-Grade 12 and to ensure the use of these measures in instructional improvement.

In addition to curriculum, instruction and professional development, assessment is one of the systems at the instructional core with the greatest direct impact on teaching and learning (Connecticut State Department of Education, 2002). In this era of accountability, there is an abundance of indisputable assessment results that encourage greater public accountability, interagency collaboration, and guidance for strategic decision-making. As Douglas Reeves states, “[b] eliefs and anecdotes, no matter how compelling, cannot compete with evidence” (Reeves, p. 40).

This statement supports Connecticut’s long-standing focus on assessment and provides a clear rationale for developing a strong accountability system, one in which we acknowledge and address “large and longstanding disparities in achievement within the state based on race, ethnicity and socioeconomic status” (Connecticut State Department of Education, 2008a, p. 1). This emphasis on the use of data to address our achievement gap has guided Connecticut activities since 2008 and remains a focus of our birth- Grade 12 literacy plan.

Studies focused on the use of data to make instructional decisions do not yet provide decisive evidence about what works to improve student achievement (U.S. Department of Education, 2009a). Further research is warranted. However, there is clear evidence that under certain conditions, the use of assessments can improve student achievement (Marzano, 2006). These results suggest that a focus on research which identifies assessments that impact early childhood growth, development and student learning and emphasizes key findings beyond the scope of the traditional school setting (e.g., health and early care), will allow Connecticut to provide timely and effective interventions to bolster student outcomes. As Connecticut assists childcare agencies and school districts to strengthen and align their assessment systems, we are certain that learning will incrementally and notably improve (Connecticut State Department of Education, 2002).

Strategy: Establish and maintain measures of success in literacy development birth-Grade 12.

Action Steps:

- Create a comprehensive assessment plan to measure the quality of literacy instruction;
- Align and enhance systems of multilevel support and accountability at state, district and school levels;
- Coordinate literacy initiatives and resources to improve communication between stakeholders;

- Develop an evaluation system that includes accountability guidelines for quality literacy instruction and student achievement;
- Survey institutes of higher education to assess the quality of teacher and administrator preparation in oral language development, literacy instruction, monitoring of instruction and literacy across all content areas; and
- Provide institutes of higher education professional development reflective of current evidence and research-based practices and monitor their plan of implementation.

Teacher Training and Professional Development: Develop relevant and effective training and professional development resources and programs for Connecticut educators to enhance literacy instruction at all developmental levels

High academic achievement for all students in literacy requires that teachers and caregivers be able to engage with pre-school and school-age children in a manner that supports academic growth. By 2015, the Connecticut State Department of Education will require that teachers and administrator candidates fulfill certification requirements relating to literacy and English language arts. Additionally, all teachers working in publicly funded early childhood programs will be required to have one of the two new Early Childhood Teacher (ECT) Credentials (not CT teacher certification). While these are important steps in ensuring high-quality pre-literacy and literacy instruction for all children, we must also provide continuous and sustained opportunities for high quality professional learning.

According to large-scale studies reviewed by Fullen, Hill and Crevoala (Breakthrough, 2006), professional learning is most successful when it is embedded in daily work. The goal of making quality and intensive daily learning the cornerstone of professional development in Connecticut is supported by providing professional learning opportunities to educators to ensure that all young children in Connecticut's schools become fully literate. We must create a community of learners among early childhood providers and caregivers to ensure that young children are exposed to a full range of pre-literacy opportunities, in preparation for formal schooling. These high-impact mechanisms, initial and ongoing professional development, support a system of strategic and sustained improvements in instruction.

Strategy: Redesign and strengthen teacher and administrator training and professional development to increase capacity to support language and literacy development.

Action Steps:

- Develop a shared vision of quality teaching for students birth-Grade 12;
- Review and redesign teacher and administrative preparation to ensure consistency of new regulations, appropriate training of special populations and high quality literacy instruction required to help all students birth-Grade 12 meet rigorous standards and master curriculum;
- Create professional development sessions aligned to priorities that are informed by and monitored by data;
- Continue to develop and redefine systems of support for students birth-Grade 12;
- Improve instructional practices by creating links between pedagogy and practice; and
- Incorporate technology resources in various training venues to better prepare adults to support students.

Family and Community: Involve family and community in planning, organizing, implementing and promoting effective literacy programs for all Connecticut learners.

Families and communities are essential stakeholders in Connecticut's statewide literacy plan. Research indicates that a child's experiences at home play a critical role in developing the skills necessary for keeping pace in school. When families are involved, children perform better in school, stay in school longer and go on to higher levels of education (Henderson & Mapp, 2002). However, many parents do not have the information they need to make a difference, especially families on the wrong side of the achievement gap: low-income families, low-literate families, language minorities, African American and Hispanic families. Research supports a broad definition of parent involvement that goes beyond in-school activities to include parents' efforts to support learning at home. Reviews of the research indicate that family home-learning activities contribute more to student achievement than does their activity at school (Desforges & Abouchaar, 2003; Downey, 2002; Henderson & Mapp, 2002). It is essential that families have the information and tools necessary to harness the power of the home to support learning.

More specifically, parents need information about learning expectations and school-based performance. Parent engagement linked to student learning has been shown to have a greater impact on achievement than more general involvement (Henderson & Mapp, 2002). When parents have explicit actionable information and strategies, they are more able to play a significant role as partners in their children's education. Connecticut's literacy plan engages families, and the professionals who support these families, in meaningful and specific activities to support students' literacy development at all levels.

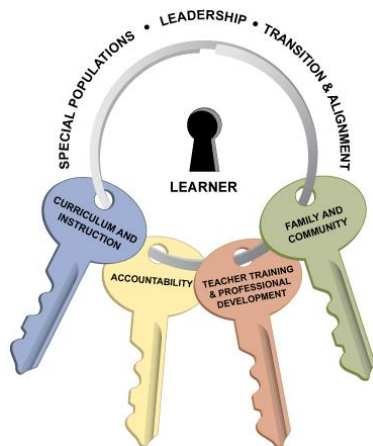
In addition to families, community resources support the ability of a school to promote student achievement. This is particularly true in urban areas. Recent research demonstrates that high-need schools that are successful at improving student achievement have strong partnerships with community resources and services (Bryk, Sebring, Allensworth, Luppescu & Easton, 2010). Connecticut's literacy plan engages a range of community literacy partners including

libraries, hospital-based Reach Out and Read programs, youth service bureaus and Boys and Girls Clubs in our efforts to achieve our vision that all Connecticut learners become fully literate and prepared for college, work and life.

Strategy: Expand the awareness and importance of literacy and the central role of families by supporting parents as partners in their child's literacy development and developing community partnerships for literacy.

Action Steps:

- Provide literacy training for parents to support learning at home with appropriate strategies for early literacy through high school completion;
- Improve access to comprehensive family literacy programs to support parents with young children in completing their high school credential;
- Provide professional development for all educators to work effectively with all families in their community;
- Promote family engagement in literacy by using social marketing strategies to reach families, especially those historically marginalized populations;
- Create and disseminate information that is culturally relevant and easily accessible for all populations;
- Strengthen partnerships with the medical community, faith-based organizations, public libraries, and adult education programs to ensure wide dissemination of that literature that is culturally relevant; and
- Develop and implement a family-based program that supports students in transition between early childhood education and K-12 education.



NEXT STEPS FOR CONNECTICUT

Connecticut's birth – Grade 12 literacy plan is straightforward and will only deliver optimal results when all key stakeholders involved understand their pivotal roles within the state's coordinated systems for literacy improvement. For systemic change to occur stakeholders must take an active role in providing high-quality programs and supports for all students and their families, as delineated in the strategies and actions for each of the four key systems: curriculum and instruction, accountability, teacher training and professional development and family and community.

The Connecticut State Department of Education (CSDE) and leaders from public schools, regional educational service centers, institutes of higher education, non-profit and community organizations, and healthcare organizations will build upon Connecticut's strong educational foundation and effectively and efficiently coordinate the four systems.

State Advisory Committee

Connecticut has convened an Advisory Committee that meets regularly to provide expertise and guidance in the implementation of Connecticut's birth-Grade 12 literacy plan. Additionally, the State Advisory Committee members serve as ambassadors of literacy, disseminating research- and evidence-based information and resources. Because members represent various stakeholder groups, it is our expectation that each member will garner feedback from their respective constituents and informally monitor the implementation of Connecticut's birth-Grade 12 literacy plan, regardless of federal funding. Members of the State Advisory Committee have historically been active partners in supporting literacy initiatives in Connecticut.

Connecticut's Options for Implementation

Portions of *Keys to Success Connecticut's Birth to Grade 12 Literacy Plan* have been implemented. During the planning and development process Connecticut's state literacy team identified four core systems within which literacy improvement must occur. The four core systems form the basis of the Connecticut literacy plan. Strategies and action steps for use by all stakeholders accompany each of the four core systems. Sessions have been held with several community and parent groups to garner feedback related to indicators of evidence for each of the action steps.

The work related to the four core systems is paramount for improving language and literacy development for all of Connecticut's students and will continue through the formation of a SRCL Project Leadership Team. To ensure a diversity of perspectives and expertise this team will consist of individuals who are members of the State Literacy Team, the SRCL Advisory Committee and a select group of SEA managers and consultants. The SRCL Project Leadership Team will support LEA project implementation by providing technical assistance and onsite monitoring.

Project implementation will vary depending on the funding amount awarded to Connecticut. It is expected however, that with or without funding, support will be provided to LEAs to support their

work with families, community programs and other state agencies as they strive to improve literacy development.

Strategic Communication Plan

To disseminate information regarding Connecticut's next steps, a strategic communication plan will be developed with the Office of Communications at the Connecticut State Department of Education and the Division of Teaching, Learning and Leadership, ensuring that the plan is accessible to students and their families, education settings, businesses and community organizations.

DRAFT

APPENDIX A: CMT DATA FOR PAST FOUR YEARS

		Reading		Writing	
Grade	Year	% Goal	% Proficient or Above	% Goal	% Proficient or Above
3	2006	54.4	69.2	61.1	81.7
	2007	52.3	69.3	60.8	82.4
	2008	52.1	68.4	63.5	82.9
	2009	54.6	71.1	62.6	83.2
	2010	57.1	72.3	58.3	80.3
4	2006	57.8	71.8	62.8	84.2
	2007	57.0	70.6	65.1	84.1
	2008	56.0	69.7	62.9	84.8
	2009	60.7	74.4	64.2	85.0
	2010	60.0	72.9	63.6	86.5
5	2006	60.9	72.8	65.0	85.3
	2007	61.5	73.4	64.6	85.7
	2008	62.2	74.0	64.6	85.7
	2009	66.0	77.7	66.6	86.5
	2010	61.8	75.4	68.2	87.3
6	2006	63.6	75.4	62.2	82.7
	2007	64.3	75.7	63.0	83.8
	2008	66.4	77.6	61.9	82.9
	2009	69.0	80.3	62.2	83.1
	2010	74.9	85.5	65.9	85.5
7	2006	66.7	76.4	60.0	80.9
	2007	65.9	75.5	60.4	81.1
	2008	71.2	79.7	62.0	80.1
	2009	74.9	83.4	62.9	80.9
	2010	77.5	85.3	61.3	79.7
8	2006	66.7	76.6	62.4	81.9
	2007	66.6	76.4	64.0	82.5
	2008	64.9	77.0	63.4	82.7
	2009	68.5	80.5	66.5	83.7
	2010	73.4	82.6	62.7	80.6

APPENDIX B: CONNECTICUT STATE LITERACY INITIATIVES AND GUIDING DOCUMENTS

Initiatives/Publications/ Programs/Legislation	Description
<i>2010 Connecticut Common Core of Teaching</i>	The <i>2010 Common Core of Teaching</i> articulates the knowledge, skills and qualities that Connecticut teachers need in order to prepare students to meet the challenges of the 21 st century.
Adult Education	State legislation mandates the provision of adult education services, free of charge, to any adult 16 year of age or older that is not enrolled in a public elementary or secondary school program. Connecticut utilizes federal adult education funds to expand program offerings and give a wide variety of agencies the opportunity to offer locally responsive programs.
<i>Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas</i>	<i>Beyond the Blueprint</i> , an extension of <i>Connecticut's K-3 Blueprint for Reading Achievement</i> , is for all educators, parents/guardians and community members interested in providing systematic, ongoing literacy programming for students in grades 4-12. This book provides recommendations, student and teacher competencies, instructional models and strategies, assessments, and resources and references. It provides a broader, deeper, well-informed research-based orientation required to help older students develop into highly literate citizens.
Birth-to-Age Eight Community Partnerships	The purpose of the grant is to provide an opportunity for communities to continue to build and strengthen their local capacity to develop, enhance and implement a community-wide plan for creating a system of services and supports that is accessible to and supportive of young children and their families.
Certification Regulations Effective July 1, 2015; Adopted by the CT State Board of Education on December 1, 2010	Endorsements with requirements relating to literacy and English language arts training (initial and advanced): Elementary and Early Childhood, Secondary 6-12 and All-Level Subjects PK-12, School Library Media Specialist Endorsement, TESOL Endorsement PK-12, Literacy Coach and Specialist Endorsement PK-12, Special Education Endorsements, Intermediate Administration and Supervision Endorsement
<i>Common Core State Standards (CCSS), English Language Arts</i>	The CCSS initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. The English language arts CCSS require that students systematically develop literacy skills and understandings through reading, writing, speaking and listening. For Grades 6–12, there is also a set of standards for English language arts in the content areas. The CCSS, adopted by the State Board of Education July 2010, now serve as the State's standards.
Connecticut Accountability for Learning Initiative (CALI)	The goal of CALI is to develop and offer a model of state support to districts and schools to support the process of continuous school and district improvement, and to accelerate the closing of Connecticut's achievement gaps. CALI is a comprehensive accountability initiative to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as being "in need of improvement," according to No Child Left Behind (NCLB). A primary goal of CALI involves closing the achievement gaps in Connecticut schools.

Initiatives/Publications/ Programs/Legislation	Description
Connecticut Accountability Legislation	This legislation requires districts to examine teaching and learning practices for its students, develop interventions in response to students' needs, and use data to effectively monitor student, school and district progress towards desired outcomes.
Connecticut Early Childhood Teacher Credential	By 2015, 50% of teachers in early childhood programs sites must have a bachelor's degree, and all others will be required to have an associate's degree. In addition, teachers working in publicly funded early childhood programs, must have one of the two new Early Childhood Teacher (ECT) Credentials (<i>not</i> CT teacher certification); ECT-A (requires an associate's degree) or ECT-B (requires a bachelor's degree). Programs of study will be offered at 2- and 4-year colleges that have been approved by the Connecticut Department of Higher Education and the State Department of Education.
Connecticut Family Literacy Initiative	The State Department of Education's Family Learning Initiative works to expand, strengthen and coordinate family literacy services in the state. It was designed to promote the literacy of both parents and children as a learning team.
Connecticut Parent and Information Resource Center (CT PIRC)	CT PIRC is a Connecticut State Department of Education (CSDE) and State Education Resource Center (SERC) and CSDE initiative that provides Connecticut parents with resources on a range of topics and helps facilitate access to vital services. Additionally, CT PIRC supports better education by fostering collaboration—not only between parents and schools but also among community agencies, faith-based organizations, and colleges and universities. SERC, a nonprofit agency, is funded largely by the State Department of Education.
<i>Connecticut's Blueprint for Reading Achievement: The Report of the Early Reading Success Panel</i>	This document contains the conclusions and recommendations of the Early Reading Success Panel. Section I provides a general overview of basic research findings about reading. Section II specifies the competencies required for reading success for children in kindergarten through Grade 3.
Connecticut Foundations of Reading Test	Teacher candidates in Connecticut applying for an Integrated Early Childhood, NK–3 Endorsement (endorsement #113) or Elementary Education Grades K–6 Endorsement (endorsement #013) are required to take and pass the Connecticut Foundations of Reading test, in addition to the current testing requirements as outlined on the Connecticut State Department of Education (CSDE) website.
<i>Connecticut's Guidelines for the Development of Infant and Toddler Early Learning</i>	The guidelines were designed to inform and support infant and toddler primary caregivers, whether they are parents or child care providers. The document addresses the following areas of infant toddler growth and development: personal and social, physical, cognitive, and language development and communication.
<i>English Language Learner (ELL) Framework</i>	The ELL Framework delineates three levels of English language proficiency as defined by Teachers of English to Students of Other Languages (TESOL). The document is structured so that, vertically, you can clearly see the English language proficiency progression from a beginning, intermediate and advanced level.

Initiatives/Publications/ Programs/Legislation	Description
Even Start Family Literacy Program	Even Start is a federally-funded program that provides intensive family literacy services that involve parents and children in a cooperative effort to help parents become full partners in the education of their children, and assist children in reaching their full potential as learners. Even Start helps break the cycle of poverty and illiteracy by improving the education opportunities of families most in need in terms of poverty and illiteracy by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.
<i>Guidelines for Identifying Children with Learning Disabilities</i>	The <i>2010 Guidelines for Identifying Children with Learning Disabilities</i> provides a comprehensive description of the changes in IDEA 2004 regarding the identification and eligibility determination of children with a specific learning disability. Extensive information to assist general and special education personnel to increase their capacity to use scientific research-based instruction, interventions and assessment to meet the needs of all students is elaborated upon in the areas of reading, writing and mathematics. The 2010 guidelines provide criteria for identifying a student with a specific learning disability and guidance about planning a comprehensive evaluation.
<i>Head Start Grant Program</i>	Head Start is a comprehensive child development program that serves children from birth to age 5 and their families. The Connecticut Head Start grant serves the purpose of establishing extended-day and full-day, year-round Head Start programs or expanding existing Head Start programs to extended-day or full-day, year-round programs; enhancing program quality; and increasing the number of children served. Connecticut Head Start programs are administered and operated by community action agencies, local education agencies and other nonprofit agencies.
K-3 Literacy Professional Development Modules	With federal funding appropriated for the Reading Excellence Act and Reading First programs, several research-based professional development modules were created. The professional development modules were offered to districts and schools participating in the aforementioned programs, and then offered to personnel in CT's Priority School Districts. Subsequently, the professional development modules were then offered statewide to all school districts.
<i>Preschool Assessment Framework (PAF)</i>	The primary purposes of the PAF are to observe and monitor each child's progress related to curricular goals and performance standards, support curriculum development and planning that promote children's learning and development by teachers and families, organize and mutually share information between families and program staff members, and share information with receiving teachers and to support effective transitions.
<i>Preschool Curriculum Framework (PCF)</i>	The PAF provides information on appropriate curricular goals and performance standards for the range of skills and knowledge of 3- or 4-year-old children. The document outlines specific skills and behaviors across four domains of development (personal and social, physical, cognitive and creative expression/aesthetic).

Initiatives/Publications/ Programs/Legislation	Description
Reach Out and Read	Reach Out and Read Connecticut is part of the Reach Out and Read New England Region and the nationwide Reach Out and Read organization. Reach Out and Read pediatricians in Connecticut prescribe books to their youngest patients and encourage families to read together. Currently, 43 hospitals and clinics in Connecticut participate in the Reach Out and Read program, serving 42,795 children and families in the state.
School Readiness	Established in 1997 under P.A. 97-259, An Act Concerning School Readiness and Child Day Care and encoded in the CT General Statutes C.G.S. 10-16p – 10-16u, the legislation established a grant program to provide spaces in accredited or approved school readiness programs for eligible children in priority school districts and competitive grant municipalities. School Readiness identifies early literacy as an essential component of the grant program. The early literacy concepts that should be addressed throughout the year include: oral language development (expressive and receptive); vocabulary skill building for all children, including dual language learners; alphabetic code; print knowledge; opportunities for varied reading experiences; books for literacy center and shared reading and support for dual language learners.
<i>Scientific Research-Based Interventions (SRBI); Connecticut's framework for Response to Intervention</i>	SRBI emphasizes successful instruction for all students through high- quality core general education practices, as well as targeted interventions for students experiencing learning, social- emotional or behavioral difficulties. The focus of SRBI involves instruction and interventions in general education at the onset of concern about student performance. Professionals who provide special education also play a vital role in serving as a fundamental resource for general educators in implementing SRBI and in helping to meet the needs of students with disabilities. Connecticut's framework for Response to Intervention is implemented as a three- tiered model.
Secondary School Reform	The goal of CT's Secondary School Reform initiative, organized by the concepts of engagement, 21 st century learning and rigor, is supported by the 2010 Connecticut General Assembly's adoption of legislation that will increase graduation requirements in Connecticut public schools beginning with the Class of 2018. The new law increases the minimum credits required from 20 to 25 and gives greater emphasis to math, science and world language, and requires every student to complete a "capstone project." The legislation also calls for increased supports for students to help them to succeed in the classroom and to graduate on time.
Smarter Balanced Assessment Consortium	The SMARTER Balanced Assessment Consortium (SBAC) is a collection of 31 states, including CT, working to create a comprehensive coherent assessment system to measure the knowledge and skills of the Common Core Standards. Assessments will be developed in English language arts and mathematics with the intent that all students across this consortium of states will know their progress toward college and career readiness. The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy.
State Advisory Council on Early Childhood Education and Care	The overall responsibility of the State Advisory Council is to lead the development or enhancement of a high-quality, comprehensive system of early childhood development and care that ensures statewide coordination and collaboration among the wide array of early childhood programs and services in the State.

APPENDIX C: CONNECTICUT LITERACY SUPPORTS AND INITIATIVES BY SYSTEM AND GRADE LEVEL BAND

System		Curriculum And Instruction	Accountability	Teacher Training And Professional Development	Family And Community
D E V E L O P M E N T A L B A N D	B I R T H \ P R E S C H O O L	Connecticut Accountability for Learning Initiative	Guidelines for Identifying Children with Learning Disabilities (IDEA)	Connecticut Foundations of Reading Test (PreK-3; K-6)	Reach Out and Read
		Connecticut's Guidelines for the Development of Infant and Toddler Early Learning	Preschool Assessment Framework	Certification Regulations – Literacy and English Language Arts	Birth-to-Age-Eight Community Partnership
		Preschool Curriculum Framework	State Advisory Council on Early Childhood Education and Care	Scientific Research-Based Interventions (SRBI) Connecticut's Framework for Response to Intervention	Connecticut Early Childhood Teacher Credential
		Scientific Research-Based Interventions (SRBI) Connecticut's Framework for Response to Intervention	School Readiness	State Advisory Council on Early Childhood Education and Care	School Readiness
		Head Start Grant Program		2010 Connecticut Common Core of Teaching	Even Start Family Literacy Program
		Even Start Family Literacy Program		Connecticut Early Childhood Teacher Credential	Connecticut Family Literacy Initiative
		State Advisory Council on Early Childhood Education and Care			Connecticut Parent and Information Resource Center
		School Readiness			State Advisory Council on Early Childhood Education and Care

System		Curriculum And Instruction	Accountability	Teacher Training And Professional Development	Family And Community
GRADE BAND	K-5	Connecticut Accountability for Learning Initiative	Connecticut Accountability Legislation	Teacher Education and Mentoring (TEAM) Program	Connecticut State and Local Summer Reading Challenge
		English Language Learner Framework	Guidelines for Identifying Children with Learning Disabilities (IDEA)	Certification Regulations Literacy and English Language Arts	Birth-to-Age-Eight Community Partnerships
		Scientific Research-Based Interventions (SRBI) Connecticut's Framework for Response to Intervention	Connecticut Mastery Test (3-5)	Connecticut Accountability for Learning Initiative	Reach Out and Read
		Common Core State Standards	Smarter Balanced Assessment Consortium	Connecticut's Blueprint for Reading Achievement	Connecticut Parent and Information Resource Center
				Connecticut Foundations of Reading Test (PreK-3; K-6)	Connecticut Family Literacy Initiative
				Scientific Research-Based Interventions (SRBI) Connecticut's Framework for Response to Intervention	
				2010 Connecticut Common Core of Teaching	
				K-3 Literacy Professional Development Modules	

System		Curriculum And Instruction	Accountability	Teacher Training And Professional Development	Family And Community
GRADE BAND	6-12	Connecticut Accountability for Learning Initiative	Connecticut Accountability Legislation	Teacher Education and Mentoring (TEAM) Program	Connecticut State and Local Summer Reading Challenge
		English Language Learner Framework	Guidelines for Identifying Children with Learning Disabilities (IDEA)	Connecticut Accountability for Learning Initiative	Adult Education
		Common Core State Standards	Connecticut Mastery Test (3-8)	Certification Regulations – Literacy and English Language Arts	Connecticut Parent and Information Resource Center
		Scientific Research-Based Interventions (SRBI) Connecticut's Framework for Response to Intervention	Connecticut Assessment of Academic Progress (Grade 10)	Beyond the Blue Print: Literacy in Grades 4-12	Connecticut Family Literacy Initiative
		Secondary School Reform	Secondary School Reform	Connecticut Foundations of Reading Test (PreK-3; K-6)	
		Adult Education (age 16 and above)	Smarter Balanced Assessment Consortium	2010 Connecticut Common Core of Teaching	
				Scientific Research-Based Interventions (SRBI) Connecticut's Framework for Response to Intervention	

Critical themes that weave through each system: Leadership, Alignment and Transition, Special Populations

**APPENDIX D:
STRATEGIES FOR ACHIEVEMENT: LITERACY TEAM WORKING GROUP SUMMARIES**

	Birth - Preschool Strategies	K - 5 Strategies	6 - 12 Strategies
Curriculum and Instruction	<ol style="list-style-type: none"> Align birth to age 5 and K-12 curriculum and instruction <ul style="list-style-type: none"> Facilitate conversations between leadership of public school and community programs Ensure new EL standards include reading, writing and oral language Increase awareness of the benefits of early childhood education with school administrators and boards of education, town administrators Inventory and catalogue existing literacy documents and made accessible in an organized fashion Focus on pedagogy: <ul style="list-style-type: none"> Including cycle of intentional teaching Scaffolding Differentiated instruction <p>Notes:</p> <ul style="list-style-type: none"> Age 3 to grade 3 – unique development period Early childhood is PK – 3rd grade – not just preschool 	<p>Group A</p> <ol style="list-style-type: none"> Enhance design of standards-based curriculum; planning and implementation of standards-based curriculum through evidenced-based practices; and assessment of current curriculum standards. <ul style="list-style-type: none"> Increase circulation of existing literacy documents and make relevant to educator practice Link practice to student achievement (adult actions) Focus on pedagogy (explicit instruction, gradual release of responsibility model) Focus on pedagogy (explicit instruction, gradual release of responsibility model) <p>Group B (Suggested this system be called “Leadership and Professional Development to Improve Curriculum and Instruction in Literacy”)</p> <ol style="list-style-type: none"> Administrators provide leadership around curriculum review/revision in alignment with common core state standards for literacy 	<p>Group A</p> <ol style="list-style-type: none"> Promote use of existing literacy documents and current research <ul style="list-style-type: none"> Link practice to student achievement (adult actions) Strengthen and support districts in focusing on the transitions of student needs between elementary to middle school middle school to high school, then high school and beyond Ensure that ELA and content area curriculum are aligned with the Common Core State Standards Enhance the appropriate use of qualitative and quantitative data to inform instruction <p>Note – add technology literacy</p> <p>Group B</p> <ol style="list-style-type: none"> Attend to the reading/writing connection

	Birth - Preschool Strategies	K - 5 Strategies	6 - 12 Strategies
		<ul style="list-style-type: none"> • Regional forums for training administrators in literacy standards and implementation • Literacy “coaches” provide peer support, modeling and training 	

	Birth – Preschool Strategies	K – 5 Strategies	6-12 Strategies
Teacher Training And Professional Development	<ol style="list-style-type: none"> 1. Improve knowledge and skills of early childhood educators/providers <ul style="list-style-type: none"> • Coaching • In-service • Pre-service • ECTC credential 2. Develop and define appropriate teacher training of special populations (ELL, gifted, special education) around early literacy <ul style="list-style-type: none"> • Examine existing curriculum in 2 year and 4 year programs to see how literacy is addressed through the courses for special populations • Redesign and strengthen curriculum if needed • Develop expected competencies 	<p><u>Group A</u></p> <ol style="list-style-type: none"> 1. Enhance educator understanding of English Language Learner framework 2. Increase accountability for in-service teachers as professionals <ul style="list-style-type: none"> • Review teacher evaluation procedures and accountability for indicators of good teaching • Create stronger guidance/requirements for ineffective teachers 3. Hold accountable Institutions of Higher Education for faculty professional development reflective of current evidence-based practices 4. Hold accountable Institutions of Higher Education for appropriate delivery of teacher preparation in 	<p><u>Group A</u></p> <ol style="list-style-type: none"> 1. Rewrite/develop a teacher evaluation system that includes accountability guidelines for quality literacy practices and student achievement. <ul style="list-style-type: none"> • Create stronger guidance/requirements for ineffective teachers • Focus on developing sound classroom management skills 2. Connect educator understanding of English Language Learner framework 3. Ensure consistency of the new regulations for teachers and administrators that are implemented for teacher and administrative preparatory programs. <ul style="list-style-type: none"> • Use a “clinical model” in preparation programs

	Birth – Preschool Strategies	K – 5 Strategies	6-12 Strategies
		<p>literacy across all domains</p> <ol style="list-style-type: none"> 5. Hold Institutes of Higher Education accountable for sound preparation of administration candidates with regard to reading instruction and monitoring of reading instruction 6. Use a “clinical model” (Need to define what “clinical model” means) in teacher preparation programs <ul style="list-style-type: none"> • Professional development schools • Train teacher education candidates in linkage between CCSS/CCT/teacher preparation approval 7. Ensure consistency of standards among all teacher preparation programs 8. Enhance effective teacher training and resources through preservice and in-service professional development <ul style="list-style-type: none"> • Expand CALI training to more LEAs, stakeholders, & community • Provide professional development in the characteristics of 	<ul style="list-style-type: none"> • Train education candidates in linkage between CCSS/CCT/teacher preparation approval • Develop modules for CAT for literacy, evaluation, raising the bar/standards • Provide more information and training on SRBI and special education philosophies <ol style="list-style-type: none"> 4. Provide professional development offerings that are balanced, aligned and represent high quality literacy instruction <ul style="list-style-type: none"> • Provide professional development in the characteristics of explicit instruction, the gradual release of responsibility model, and backward design • Provide more professional development on how to work with adult learners • Balance and align professional development efforts <p><u>Group B</u></p> <ol style="list-style-type: none"> 1. Increase accountability for teachers as professionals <ul style="list-style-type: none"> • Review evaluation procedures and accountability as

	Birth – Preschool Strategies	K – 5 Strategies	6-12 Strategies
		<p>explicit instruction, the gradual release of responsibility model, and backward design</p> <ul style="list-style-type: none"> • Provide professional development on data utilization for instructional decision-making • Provide professional development for interpretation and implementation of the Common Core State Standards • Provide professional development in the characteristics of explicit instruction, the gradual release of responsibility model, and backward design • Focus on developing sound classroom management skills • Provide more professional development on how to work with adult learners - the adult learning model • Provide more training on merging of SRBI and SPED philosophies • Focus on developing sound classroom management skills • Coaches • Professional development school <p>Group B (Suggested system</p>	<p>indicators of good teaching</p> <ul style="list-style-type: none"> • Create guidance/requirements for improving capacity of ineffective teachers • Provide professional development on data utilization for instructional decision-making <ol style="list-style-type: none"> Enhance educator understanding of English language learners framework <ul style="list-style-type: none"> • Train all educators in use of core documents such as CCSS, ELL framework, CCT, CCL • Be sure teacher preparation programs include thorough study of each document • Provide on-going training for current teachers and administrators regarding each core document Establish guidelines for Institutes of higher Education faculty to receive professional development reflective of current research-based practices Establish guidelines for teacher preparation programs to deliver classes in literacy across all domains

	Birth – Preschool Strategies	K – 5 Strategies	6-12 Strategies
		<p>be “Teacher Training”)</p> <ol style="list-style-type: none"> 1. Align teacher training programs in literacy with NCATE standards <ul style="list-style-type: none"> • Establish/formalize partnerships between school districts and preservice programs 2. Ensure consistency in implementation of research-based best practices in literacy in all teacher preparation <ul style="list-style-type: none"> • Use TEAM tool to provide feedback to state and colleges 	<ul style="list-style-type: none"> • Through use of observations, teacher candidates will be exposed to model classrooms demonstrating successful research-based literacy practices <ol style="list-style-type: none"> 5. Establish guidelines for educational administration programs to incorporate courses on reading instruction and monitoring <ul style="list-style-type: none"> • Develop modules for CAT for literacy, evaluation, and raising bar/standards 6. Focus on developing sound classroom management skills 7. Train teacher education candidates in linkage between CCSS/CCT/teacher preparation approval (group suggests rewording, but did not suggestion) 8. Develop a rubric to ensure consistency of training among all teacher preparation programs 9. Provide professional development for interpretation and implementation of the

	Birth – Preschool Strategies	K – 5 Strategies	6-12 Strategies
			<p>Common Core State Standards</p> <p>10. Expand CALI training to more LEAs, stakeholders, and community</p> <p>11. Provide professional development in the characteristics of explicit instruction, the gradual release of responsibility model, and backward design</p> <p>12. Provide literacy training for all stakeholders who work with families/communities</p>

	Birth – Preschool Strategies	K – 5 Strategies	6-12 Strategies
Accountability	<ol style="list-style-type: none"> 1. Assess pre-service educators to determine if they have acquired basic competencies 2. Continue education requirements including some amount of course work regarding current best practice in early literacy 3. Assist districts with determining more appropriate early childhood benchmark assessments (develop state “menu” of 	<p><u>Group A</u></p> <ol style="list-style-type: none"> 2. Improve communication among stakeholders such as families, SDE, within LEA, childcare providers, public libraries, etc. 3. Coordinate work of the various literacy initiatives in state agencies <ul style="list-style-type: none"> • Integrate the various initiatives by topic, age span, etc. to improve impact • Align systems of support and 	<p><u>Group A</u></p> <ol style="list-style-type: none"> 1. Utilize a data system designed to monitor continuous literacy improvement, including formative and summative assessments 2. Improve communication with stakeholders about literacy-related initiatives and resources <ul style="list-style-type: none"> • Promote awareness of importance of literacy at early years

	Birth – Preschool Strategies	K – 5 Strategies	6-12 Strategies
	assessments)	<p>accountability at state, district, & school levels</p> <ul style="list-style-type: none"> • Conduct an assessment “audit” for determining type, purpose, and amount of assessments used statewide to reduce redundancies and unnecessary assessing <ol style="list-style-type: none"> 3. Create a systematic, comprehensive assessment plan to measure the delivery of PreK-12 standards-based literacy instruction. 4. Assist districts with determining more appropriate early childhood benchmark assessments (develop state “menu” of assessments?) <p><u>Group B</u></p> <ol style="list-style-type: none"> 1. Enhance systems of multilevel support and accountability at state, district and school level 	<ul style="list-style-type: none"> • Increase family awareness and engagement for literacy <ol style="list-style-type: none"> 3. Align systems of support and accountability at state, district and school levels <ul style="list-style-type: none"> • Coordinate work of the various literacy initiatives in state agencies • Integrate and infuse the various initiatives by topic, age span, etc. to improve impact • Create a systemic approach to PreK-12 instruction and delivery <ol style="list-style-type: none"> 4. Conduct an assessment “audit” for determining type, purpose, and amount of assessments used to reduce redundancies and unnecessary assessing 5. Create a mandatory checklist to be used by districts as a reflection tool for the purpose of improved literacy teaching and learning <p><u>Group B</u></p> <ol style="list-style-type: none"> 1. Improve communication between stakeholders to better

	Birth – Preschool Strategies	K – 5 Strategies	6-12 Strategies
			<p>coordinate literacy initiatives and resources</p> <ul style="list-style-type: none"> • One person coordinate all state level • Develop a website which supports programs • Increase circulation of existing literacy documents and make relevant to educator practice <p>2. Integrate and infuse the various initiatives by topic, age span, etc. to improve impact</p> <p>3. Align systems of accountability and support at state , district and school levels</p> <ul style="list-style-type: none"> • Expand RGS to all school districts in the state <p>4. Reflect, analyze, and identify successful strategies, resources, and initiatives</p> <ul style="list-style-type: none"> • Establish consortiums at university levels to review successful state, district and community initiatives <p>5. Conduct an assessment “audit” for determining type, purpose, and amount of assessments used statewide to reduce redundancies and unnecessary assessing</p>

	Birth – Preschool Strategies	K – 5 Strategies	6-12 Strategies
Family and Community	<ol style="list-style-type: none"> 1. Increase awareness of importance of early literacy and the central role of families <ul style="list-style-type: none"> • Link with medical community (include obstetricians), faith-based, library • Provide literacy training for all stakeholders who work with children • Link with adult education – social messaging that is culturally relevant • Ensure that all local and state early childhood education programs are linked to and implementing evidenced based practices 2. Provide formal access of culturally relevant early literacy methods to families and all those who work with children <ul style="list-style-type: none"> • Modify, develop, and model formal early literacy training for alternative caregivers and families • Even Start and FRC expansion • Reinforce best practices in the home for early literacy development 3. Enhance awareness of the appropriate use of 	<p><u>Group A</u></p> <ol style="list-style-type: none"> 1. Improve communication among stakeholders such as families, SDE, within LEA, childcare providers, public libraries, etc.) <ul style="list-style-type: none"> • Develop a transition plan linking community services, preschools, medical services, etc. to birth – 12 services. 2. Develop partnerships between PK-12 schools and family and community literacy service providers, such as public libraries, childcare providers, family resource centers, Even Start programs, medical service providers, etc. 3. Promote awareness of importance of literacy at early years 4. Increase family awareness and engagement for literacy 5. Link with medical community (Well Child visits) to improve family literacy awareness and engagement 6. Enhance support for technology literacy for families 	<p><u>Group A</u></p> <ol style="list-style-type: none"> 1. Promote awareness of importance of literacy at middle and high school years. 2. Enhance intergenerational family awareness and engagement for literacy 3. Enhance resources to support literacy, including technology, for families and within the community 4. Provide literacy training for all stakeholders who work with families/communities 5. Strengthen community partnerships with districts to support literacy for middle and high school students in order to prepare them for career and college readiness <p><u>Group B</u></p> <ol style="list-style-type: none"> 1. Link early childhood education as a seamless component of PreK-12 2. Link with medical community to improve family literacy awareness and engagement 3. Enhance support for technology literacy for families

	Birth – Preschool Strategies	K – 5 Strategies	6-12 Strategies
	<p>technology in early literacy development</p> <ul style="list-style-type: none"> • Provide information for how technology affects literacy • Develop guidelines for the use of technology – video, DVD, family friendly pamphlets 	<p>7. Provide literacy training for all stakeholders who work with families/communities</p> <p><u>B Group</u></p> <ol style="list-style-type: none"> 1. Identify variety of literacy initiatives/programs in CT <ul style="list-style-type: none"> • Connect/link all to K-12 systems • Connect private non-profit providers thru consortium (hospitals, libraries, etc.) 2. Promote value/awareness of initiatives across the board 	

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